



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Emerson School

SAU: Sanford School Department

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2010-2011 NCLB Report Card



School: Emerson School
SAU: Sanford School Department
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	43	43	100	63	65	65	2	60	33	5	40	3
	2009-2010	44	44	100	59	69	73	5	55	23	18	44	0
Female	2008-2009	22	22	100	68	70	70	0	68	27	5		
	2009-2010	19	19	100	74	75	76	5	68	11	16		
Male	2008-2009	21	21	100	57	61	60	5	52	38	5		
	2009-2010	25	25	100	48	65	69	4	44	32	20		
Caucasian/White	2008-2009	42	42	100	64	65	66	2	62	33	2		
	2009-2010	40	40	100	58	69	74	5	53	23	20		
African American/Black	2008-2009	0	0				42						
	2009-2010	2	2	100			46						
Hispanic	2008-2009	1	1	100			51						
	2009-2010	1	1	100			58						
Asian or Pacific Islander	2008-2009	0	0			67	66						
	2009-2010	1	1	100		73	71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	33	33	100	55	58	53	0	55	39	6		
	2009-2010	41	41	100	59	63	62	5	54	22	20		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	15	15	100	47	36	36	7	40	47	7		
	2009-2010	17	17	100	29	44	38	6	24	29	41		
Limited English Proficient	2008-2009	0	0			83	40						
	2009-2010	1	1	100		60	45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Emerson School
SAU: Sanford School Department
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	43	43	100	60	66	70	12	49	37	2	41	2
	2009-2010	44	44	100	57	57	62	7	50	20	23	44	0
Female	2008-2009	22	22	100	50	65	68	14	36	45	5		
	2009-2010	19	19	100	53	55	61	5	47	26	21		
Male	2008-2009	21	21	100	71	67	71	10	62	29	0		
	2009-2010	25	25	100	60	59	63	8	52	16	24		
Caucasian/White	2008-2009	42	42	100	62	65	71	12	50	36	2		
	2009-2010	40	40	100	60	58	63	8	53	20	20		
African American/Black	2008-2009	0	0				45						
	2009-2010	2	2	100			31						
Hispanic	2008-2009	1	1	100			50						
	2009-2010	1	1	100			52						
Asian or Pacific Islander	2008-2009	0	0			67	70						
	2009-2010	1	1	100		58	65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	33	33	100	55	59	58	6	48	45	0		
	2009-2010	41	41	100	56	51	50	7	49	22	22		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	15	15	100	47	43	46	0	47	53	0		
	2009-2010	17	17	100	35	35	33	0	35	18	47		
Limited English Proficient	2008-2009	0	0			83	46						
	2009-2010	1	1	100		50	35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School:	Emerson School
SAU:	Sanford School Department
Grade:	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	98 99	99 99	58	69 68	71 69	100	98 99	99 99	62	66 65	63 61	95	95	95
Caucasian/White	100	98 99	99 99	58	69 68	71 69	100	98 99	99 99	64	65 65	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	72 85	73 76	*	* *	99 99	*	76 85	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	100	98 99	99 99	55	63 60	60 56	100	98 99	99 99	57	59 58	50 47			
Students with Disabilities	*	98 99	97 98	33	46 35	36 28	*	97 99	97 98	43	37 29	35 25			
Limited English Proficient	*	* *	96 95	*	68 *	48 45	*	* *	99 99	*	68 *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.


Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	5	3	4	0	3	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>